

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706**

**SW 873: Social Work Practice in Health Care (section 10)  
Fall 2018 Part-Time Program**

<b>Instructor:</b>	Sarah Valencia, MSW	<b>Office Hours:</b>	By appointment
<b>Email:</b>	<a href="mailto:svalencia@wisc.edu">svalencia@wisc.edu</a>	<b>Contact Information:</b>	608-658-5425 (cell) – available via call or text
<b>Class Location:</b>	SWK 300	<b>Class Time:</b>	12pm-2pm
<b>Credits:</b>	2	<b>Instructional Mode:</b>	Face-to-Face
<b>Canvas Course URL:</b>	<a href="https://canvas.wisc.edu/courses/117076/">https://canvas.wisc.edu/courses/117076/</a>		

### **I. COURSE DESCRIPTION**

Develops advanced practice knowledge and skills for social workers practicing in health and health care settings.

**Attributes and Designations:** This course counts toward the 50% graduate coursework requirement.

**Course Requisites:** MSW Student

**How credit hour is met:** This class meets for two 55 minute class periods each week (i.e., a 2 hour class with a break) over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

### **II. COURSE OVERVIEW**

This course meets the Advanced Practice requirement for the Advanced Generalist Curriculum. The focus or context for this Advanced Practice course is social work in healthcare settings. For non-health focus area students, this course may be taken as a free elective. The purpose of this advanced practice year course is to develop the knowledge, skills, and practice approaches needed to function successfully as an autonomous social worker in a health care setting. Within this learning framework, the course has the following practice goals:

- An understanding of the values and ethics of the profession in relation to health care practice.
- An understanding of issues in health care that is present across the life span.
- An awareness of the issues in health care and social work practice in relation to age, gender, sexual orientation, disability, socioeconomic class, and ethnicity.
- An understanding of health care disparity and social, economic, and cultural factors that impact access, quality, and outcome of health care services.
- An awareness of ethical dilemmas in health care.

### **III. LEARNING OUTCOMES: COMPETENCY, DESCRIPTIONS AND DIMENSIONS**

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

#### IV. COURSE CONTENT

Week/ Date	Topics	Readings	Assignment Due
<p><b>1</b> <b>9/8/18</b></p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Objectives Review</li> <li>• NASW Health Care Standards</li> <li>• Current Healthcare Landscape and where does Social Work fit in</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• NASW Healthcare Standards</li> <li>• Lecture Outline</li> </ul> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Video: If You Could See Others Hearts</li> <li>• Ethical scenario discussion</li> </ul>	<p><u>Required:</u></p> <p>Read: NASW Healthcare Standards pgs 5-15 (on Canvas)</p> <p>Read: Allen pages 31-45; pgs 46-62 Watch: (2000). Mr. Nobody [Video file]. Terra Nova Films. Retrieved May 14, 2018, from Kanopy. Link available on Canvas. (36 minutes)</p> <p><u>Recommended:</u></p> <p>Read: Allen pages 7-25</p>	
<p><b>2</b> <b>9/15/18</b></p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Social determinants of health</li> <li>• Health disparities</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Leading Causes of Death by Race, Ethnicity, and Gender</li> <li>• Lecture Outline</li> </ul> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Video and podcast discussions</li> <li>• Ethical scenario discussion</li> </ul>	<p><u>Required:</u></p> <p>Read: National Academies of Sciences, Engineering, and Medicine. 2017. <i>Communities in action: Pathways to health equity</i>. Washington, DC: The National Academies Press. doi: 10.17226/24624. 57-88; 99-164 (on Canvas)</p> <p>Watch: Hinojosa, M. (Director). (2014). <i>Surviving Year One</i> [Video file]. PBS. Retrieved May 14, 2018, from Kanopy. Link available on Canvas. (25 minutes)</p> <p>Listen: [Podcast] The Daily: A Life-or-Death Crisis for Black Mothers Released May 11, 2018. Available through link on canvas or in podcast application on smart phone. (25 minutes)</p>	
<p><b>3</b> <b>9/22/18</b></p>	<p>Evidence informed interventions related to:</p> <ul style="list-style-type: none"> <li>• Working with diverse patients</li> <li>• How to use an interpreter</li> <li>• How to use cultural inquiry and humility</li> <li>• Spirituality</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Spiritual Assessment Tool Kit</li> <li>• Lecture Outline</li> </ul>	<p><u>Required:</u></p> <p>Read: NASW Healthcare Standards pgs 22-24 (on Canvas)</p> <p>Read: Gehlert, S., &amp; Browne, T. (Eds.). (2012). <i>Handbook of health social work</i>. Hoboken, NJ: John Wiley &amp; Sons, Inc pgs 253-255, 276-284 (on Canvas)</p> <p>Read: Rice, S. (2014, August 30). Hospitals often ignore policies on using qualified medical</p>	

Week/ Date	Topics	Readings	Assignment Due
	<p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Practice with FICA tool</li> <li>• Watch Language Access Public Service Announcement</li> <li>• Discussion: Working with an interpreter</li> <li>• Discussion: Video</li> <li>• Ethical scenario discussion</li> </ul>	<p>interpreters. <i>Modern Healthcare</i>. (on Canvas)</p> <p>Watch: <i>Portraits in human sexuality: Medical issues</i> [Video file]. (2006). Retrieved August 3, 2018, from <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=36013">https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=36013</a> (36 minutes)</p> <p><u>Recommended:</u> Read: Stewart, M. (2014) Spiritual Assessment: A Patient-Centered Approach to Oncology Social Work Practice, <i>Social Work in Health Care</i>, 53, 1, 59-73, DOI: 10.1080/00981389.2013.834033 (on Canvas)</p> <p>Watch video (link on Canvas): Diamond, B. (Producer). (2015). <i>Zoom In - Microaggressions and Disability</i>[Motion picture]. United States: Diamond Law. (25 minutes)</p>	
<p><b>4</b> <b>9/29/18</b></p>	<p>Evidence informed care of children and families:</p> <ul style="list-style-type: none"> <li>▪ Practice Issues in the Care of Children and Families</li> <li>▪ Assessment and history gathering</li> <li>▪ PHQ 2 &amp; 9, GAD 7</li> <li>▪ How to incorporate effective family involvement</li> <li>▪ Child Abuse, rights of minors</li> <li>▪ How to use assessment tools to evaluate interventions with individuals and families.</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• Psychosocial Assessment Tool</li> <li>• PHQ 9 Tool</li> <li>• GAD Tool</li> <li>• Consents, Agreements, and Refusals: Minors</li> <li>• Sample Intake Form</li> <li>• Documentation Standard of Care Sample</li> <li>• Family Conference Functions Grid</li> </ul>	<p><u>Required:</u> Listen: [Podcast] The Social Work Podcast: Personal and Professional Perspectives on Religious Child Maltreatment. Released November 25, 2014. Available through link on canvas or in podcast application on smart phone. (38 minutes)</p> <p>Watch: O'Connor, K., &amp; Navasky, M. (Producers). (2015). <i>Growing Up Trans</i>[Video file]. United States: PBS. (1 hour 30 minutes)</p> <p><u>Recommended:</u> Read: Allen pgs 315-351</p>	

Week/ Date	Topics	Readings	Assignment Due
	<p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Discuss videos</li> <li>• Ethical scenario discussion</li> </ul>		
<p><b>5</b> <b>10/6/18</b></p>	<p>Evidence informed assessment and interventions related to:</p> <ul style="list-style-type: none"> <li>• Health Care Issues for Young Adults</li> <li>• Suicide Assessments and planning</li> <li>• Using CSSR to evaluate efficacy of evaluation</li> <li>• Substance Abuse</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• CSSRS Short Version</li> <li>• CSSRS Long Version</li> <li>• Safety Plan Adults</li> <li>• Safety Plan Adolescents</li> <li>• WI Statutes 51.15 &amp; 51.45</li> </ul> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Discuss video and podcast</li> <li>• Ethical scenario discussion</li> </ul>	<p><u>Required:</u> Read: Allen pgs 362-377</p> <p>Read: <i>Posner, K., Brown, G. K., Stanley, B., Brent, D. A., Yershova, K. V., Oquendo, M. A., . . . Mann, J. (december 2011). The Columbia-Suicide Severity Rating Scale: Initial Validity and Internal Consistency Findings From Three Multisite Studies With Adolescents and Adults. American Journal of Psychiatry,168(12), 1266-1277. (on Canvas)</i></p> <p>Listen: [Podcast] In Social Work: A #ZeroSuicide World: Interview with David W. Covington, LPC, MBA. Released September 4, 2016. Available through link on canvas or in podcast application on smart phone. (25 minutes)</p> <p><u>Recommended:</u> Watch: Grubin, D. (Producer). (2001). <i>The Teenage Brain A World of Their Own</i>[Motion picture]. United States: PBS. (link on Canvas) (54 minutes)</p>	<p><b>CSSR online training and certificate due</b></p>
<p><b>6</b> <b>10/13/18</b></p>	<p>Evidence informed assessment and interventions related to:</p> <ul style="list-style-type: none"> <li>• Perinatal Care</li> <li>• Motivational Interviewing</li> <li>• Crisis intervention</li> <li>• Delivering bad news</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• SPIKES tool for delivering bad news</li> <li>• Components of BNI (Brief Negotiation Interview)</li> </ul> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Discuss video</li> <li>• Ethical scenario discussion</li> </ul>	<p><u>Required:</u> Read: Allen, pgs 82-84, 362</p> <p>Read: Davenport, L., &amp; Schopp, G. (2011). Breaking bad news: Communication skills for difficult conversations. <i>JAAPA : Journal of the American Academy of Physician Assistants, 24(2), 46-50. (on Canvas)</i></p> <p>Watch: Lange, M. (Director). (2015). Twice Born: Stories from the Special Delivery Unit - Part 3 [Video file]. PBS. Link on Canvas (55 minutes)</p> <p><u>Recommended:</u> Emmons, K. (2001). Motivational interviewing in health care settings Opportunities and limitations. <i>American Journal of Preventive Medicine,20(1), 68-74. doi:10.1016/s0749-3797(00)00254-3 (on Canvas)</i></p>	

Week/ Date	Topics	Readings	Assignment Due
<p><b>7</b> <b>10/20/18</b></p>	<p>Evidence informed Hospital Based &amp; Emergency Department Social Work interventions</p> <ul style="list-style-type: none"> <li>▪ Care Coordination</li> <li>▪ Discharge planning</li> <li>▪ Multidisciplinary teams</li> <li>▪ How social work interventions are evaluated in hospitals</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> </ul> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Case studies with various cultural scenarios</li> <li>• Discussion on ethical considerations in hospital setting</li> </ul>	<p><u>Required:</u> Read: Allen pgs 96-120</p> <p>Read: Harry R. Moody PhD (2004) Hospital Discharge Planning, Journal of Gerontological Social Work, 43:1, 107-118, DOI: 10.1300/J083v43n01_08 (on Canvas)</p> <p>Listen: [Podcast] In Social Work: Episode 99 - Dr. Shelley Craig and Dr. Barbara Muskat: "Bouncers and Jugglers and Firefighters ... Oh My!": A Qualitative Investigation of Social Work Roles in Health. Released June 25, 2012. Available through link on canvas or in podcast application on smart phone. (48 minutes)</p>	<p><b>Mini Ethnography Interview &amp; Paper Due</b></p>
<p><b>8</b> <b>10/27/18</b></p>	<p>Evidence informed Social Work interventions in primary care and home health</p> <p>How social work interventions are evaluated in primary care and home health</p> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• AIMS Model Tool</li> <li>• Home Health Assessment Tool</li> </ul> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Discussion: How social workers can improve health by impacting nonmedical needs (ie. Social determinants of health)</li> <li>• Ethical scenario discussion</li> </ul>	<p><u>Required:</u> Read: Allen, pgs 175-208</p> <p>Read: Rowe, J., Rizzo, V.M., Vail, M., Kang, S.Y., Golden, R. (2017): The role of social workers in addressing nonmedical needs in primary health care, Social Work in Health Care, DOI: 10.1080/00981389.2017.1318799 (on Canvas)</p> <p>Explore: website: <a href="http://www.theaimsmodel.org">www.theaimsmodel.org</a></p> <p>Listen: [Podcast] In Social Work: Episode 227 – Dr. Kristie Seelman: Sexual Minority Older Adults: Addressing Health Disparities and Promoting Healthy Aging. Released November 6, 2017. Available through link on canvas or in podcast application on smart phone. (25 minutes)</p>	
<p><b>9</b> <b>11/3/18</b></p>	<p>Evidence informed interventions and assessments related to</p> <ul style="list-style-type: none"> <li>• Palliative Care</li> <li>• End of Life Care – Hospice</li> <li>• Goals of Care</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• Edmonton Symptom Assessment</li> </ul> <p><u>In-class activities:</u></p>	<p><u>Required:</u> Read: Allen, pgs 239-257</p> <p>Watch: Jennings, T. (Director). (2015). Being Mortal [Video file]. PBS. Link available on Canvas (55 minutes)</p> <p>Listen: [Podcast] In Social Work: Episode 107 – Dr. Allan Barsky: Ethical Issues in End-of-Life Decision Making. Available through link on canvas or in podcast application on smart phone. (40 minutes)</p>	

Week/ Date	Topics	Readings	Assignment Due
	<ul style="list-style-type: none"> <li>• Discuss Video and Podcast</li> <li>• Ethical situation discussion</li> </ul>	<p><u>Recommended:</u> Watch: <i>Making every moment count</i> [Video file]. (2003). Retrieved August 3, 2018, from <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=52021">https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=52021</a> (28 minutes)</p> <p>Read: Barros, C. (2012) Notes for the New Hospice Social Worker, <i>Journal of Social Work in End-of-Life &amp; Palliative Care</i>, 8:3, 207-210, DOI: 10.1080/15524256.2012.708112 (on Canvas)</p> <p>Read: Snow, A. Warner, J., &amp; Zilberfein, F. (2008) The Increase of Treatment Options at the End of Life: Impact on the Social Work Role in an Inpatient Hospital Setting, <i>Social Work in Health Care</i>, 47:4, 376-391, DOI: 10.1080/00981380802179191 (on Canvas)</p>	
<p><b>10</b> <b>11/10/18</b></p>	<p>Evidence based assessments and interventions related to</p> <ul style="list-style-type: none"> <li>• Gerontological Health care</li> <li>• Dementia</li> <li>• Aging in Place</li> <li>• Elders at risk for abuse and neglect</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• ADL &amp; IADL Assessment Tool</li> </ul> <p><u>In-class activity:</u></p> <ul style="list-style-type: none"> <li>• Reading 'The Story of Our Aging' section from Atul Gawande's book, <i>Being Mortal</i></li> <li>• Discuss video</li> <li>• Ethical scenario discussion</li> </ul>	<p><u>Required:</u> Read: Allen, pgs 287-311</p> <p>Watch: <i>The long goodbye: Facing dementia</i> [Video file]. (2010). Retrieved August 3, 2018, from <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=43710">https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=43710</a> Link on canvas (55 minutes)</p> <p><u>Recommended:</u> Read: Ruth D. Barber, Alexis Coulourides Kogan, Anne Riffenburgh &amp; Susan Enguidanos (2015) A Role for Social Workers in Improving Care Setting Transitions: A Case Study, <i>Social Work in Health Care</i>, 54:3, 177-192, DOI: 10.1080/00981389.2015.1005273 (on Canvas)</p>	<p><b>Book/ Movie Essay Questions due</b></p>
<p><b>11</b> <b>11/17/18</b></p>	<p>Self Determination in Health Care</p> <ul style="list-style-type: none"> <li>▪ Advance Directives</li> <li>▪ Do Not Resuscitate Orders</li> <li>▪ Guardianships</li> </ul> <p><u>In-class handouts:</u></p>	<p><u>Required:</u> Read: Allen pgs 225-227</p> <p>Read: Washington, K., Bowland, S., Mueggenburg, K., Pederson, M., Otten, S., &amp; Renn, T. (2014) Learning to Facilitate Advance</p>	

Week/ Date	Topics	Readings	Assignment Due
	<ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• Living Will</li> <li>• Power of Attorney for Healthcare</li> <li>• The Basics of Guardianship</li> <li>• WI DNR Order</li> </ul> <p><u>In class activity:</u></p> <ul style="list-style-type: none"> <li>• Complete Power of Attorney for Health Care</li> <li>• Discussion: Cultural issues around advanced directives</li> <li>• Ethical scenario discussion</li> </ul>	<p>Care Planning: The Novice Social Worker’s Experience, <i>Journal of Teaching in Social Work</i>, 34, 5, 514-530, DOI: 10.1080/08841233.2014.952870 (on Canvas)</p> <p>Watch: <i>A breath of hope</i> [Video file]. (2009). Retrieved August 3, 2018, from <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=50570">https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=50570</a> (42 minutes).</p> <p>Listen: [Podcast] The Social Work Podcast: #109 – Death and Grief in the Digital Age: Interview with Carla Sofka, Ph.D. Available through link on canvas or in podcast application on smart phone.(34 minutes)</p> <p>Listen: [Podcast] In Social Work: Episode 62 – Dr. Jay Wolfson: Heat, Heart, and Hope: The Complex Challenges of Decision-Making at End of Life. Available through link on canvas or in podcast application on smart phone. (31 minutes)</p> <p><u>Recommended:</u> Read: Galambos, C. M. (1998). Preserving end-of-life autonomy: The Patient Self-Determination Act and the Uniform Health Care Decisions Act. <i>Health and Social Work</i>, 23(4), 275-281 (on Canvas)</p> <p>Read: Gehlert, S., &amp; Browne, T. (Eds.). (2012). <i>Handbook of health social work</i>. Hoboken, NJ: John Wiley &amp; Sons, Inc pgs 412-414 (on Canvas)</p>	
11/24/18	<b>THANKSGIVING BREAK – NO CLASS</b>		
12 12/1/18	<p>Evidence informed Social Work Practice in Long Term Care</p> <ul style="list-style-type: none"> <li>▪ Assisted Living</li> <li>▪ Skilled Nursing Facility Care</li> <li>▪ Consumer Driven Care</li> </ul> <p><u>In-class handouts:</u></p> <ul style="list-style-type: none"> <li>• Lecture Outline</li> <li>• MDS 3.0</li> </ul>	<p><u>Required:</u> Watch: “Life and Death in Assisted Living.” Films Media Group, 2013, <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=114709">fod.infobase.com/PortalPlaylists.aspx?wID=98135&amp;xtid=114709</a>. Accessed 3 Aug. 2018. (55 minutes) Link on Canvas.</p> <p>Listen: [Podcast] In Social Work: Episode 86 – Dr.</p>	

Week/ Date	Topics	Readings	Assignment Due
	<p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Discuss video and podcast</li> <li>• Practice with MDS 3.0</li> <li>• Ethical scenario discussion</li> </ul>	<p>Nicole Ruggiano: Doing It Their Way: Consumer-Directed Long-Term Care. Available through link on canvas or in podcast application on smart phone. (26 minutes)</p> <p>Read: Zimmerman , S., Connolly, R., Zlotnik , J.L., Bern- Klug, M., &amp; Cohen, L. (2012) Psychosocial Care in Nursing Homes in the Era of the MDS 3.0: Perspectives of the Experts, <i>Journal of Gerontological Social Work</i>, 55, 5, 444-461, DOI: 10.1080/01634372.2012.667525' (on Canvas)</p> <p><u>Recommended:</u> Read: Kelsey Simons PhD MSW , Nancy Shepherd MEd &amp; Jean Munn PhD MSW (2008) Advancing the Evidence Base for Social Work in Long-Term Care: The Disconnect between Practice and Research, <i>Social Work in Health Care</i>, 47:4, 392-415, DOI: 10.1080/00981380802258458</p> <p>Read: Connolly, R. P., Downes, D., &amp; Reuter, J. (2012, April). A Look at MDS 3.0 Psychosocial Changes. <i>Provider Long Term &amp; Post Acute Care</i>. A Look At MDS 3.0 Psychosocial Changes (on Canvas)</p> <p>Read: Beaulieu, E. P. M. L., &amp; Elise, B. M. L. (2012). &lt;i&gt;A guide for nursing home social workers, second edition&lt;/i&gt;. Retrieved from <a href="http://ebookcentral.proquest.com/lib/wisc/detail.action?docID=989814">http://ebookcentral.proquest.com/lib/wisc/detail.action?docID=989814</a>, Chapter 1 (on Canvas)</p>	
<p><b>13</b> <b>12/8/18</b></p>	<p>Evidence informed interventions in Public &amp; Community Health and Population Health Management</p> <p>Wrap up</p> <p>Presentations start</p> <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> <li>• Presentations begin</li> </ul>	<p><u>Required:</u> Read: Allen, pgs 259-283</p> <p>Watch: Ted Talk video: Joseph Ravenell: How Barber Shops Can Keep Men Healthy</p>	<p><b>Presentations Due</b></p>
<p><b>14</b> <b>12/15/18</b></p>	<p>Presentations</p> <p>Evaluations</p>		

**V. TEXT AND READING MATERIALS**

Required textbook can be purchased online through [www.amazon.com](http://www.amazon.com) or [www.barnesandnoble.com](http://www.barnesandnoble.com). All other material and links are available at Canvas <https://canvas.wisc.edu/courses/117076>. Students are also required to search out and read supplemental materials pertinent to their specific assignments.

Required Text Book: Allen, K. & Spitzer, W. (2016). *Social work practice in health care: Advanced approaches and emerging trends*. Los Angeles, CA: Sage Publishing.

## VI. EVALUATION: Assignments, Grading and Methods

Assignments and Evaluation Methods (70%): Six assignments contribute to the grade, with relative weights as follows: 5% CSSRS Training and Certificate; 20% Mini-Ethnography Interview & Paper; 20% Essay Questions on book or video; 25% on Health Equity Research Presentation.

Class Participation and Attendance (30%): Your presence and active engagement in this course throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations (as outlined above), you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

### Assignments Due Dates and Points:

Assignment	Due Date	Max Points
Attendance	Ongoing	15
Participation	Ongoing	15
CSSRS Training and Certificate	October 6, 2018	5
Mini-Ethnography Interview & Paper	October 20, 2018	20
Essay Questions on book or video	November 10, 2018	20
Health Equity Research Presentation	December 8, 2018	25
<b>Total Points</b>		<b>100</b>

**More detail on all assignments is in the appendices.**

Grading: Each assignment will be graded with a numerical score. The final grade will reflect the total points earned on all assignments. The assignment of letter grade to numerical score is based on the following general standard:

A	94-100	Outstanding work, surpasses minimum expectations in most areas
AB	88-93	Surpasses minimum expectations in some areas, but not in others
B	82-87	Meets minimum expectations
BC	76-81	Meets minimum expectations in some areas, but is below minimum expectations in others
C	70-75	Below minimum expectations in most areas, not acceptable graduate-level work
D	64-69	Clearly unacceptable in all areas
F	<64	Insufficient information for grading, multiple unexcused absences, or academic misconduct

Some comments on grading: It is expected that written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.

## VII. COURSE POLICIES

### Attendance Policy

Due to the accelerated nature of courses in the University of Wisconsin Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

- Attendance will be taken at each class and students' level of participation noted.

- Excused and Unexcused Absences:
  - An unexcused absence is when a student fails to notify the instructor prior to the start of class.
  - Two unexcused absences will result in a student's grade being dropped one full grade.
  - Three unexcused absences will place the student at risk for failing the course.
  - You will not have the opportunity to complete make-up work to compensate for unexcused absences.
  - It is left to the instructor's discretion as to what is defined as an excused absence. Additional graded make-up work appropriate for the content missed during an excused absence may be assigned. This make-up work may consist of an analysis of the required reading, as well as a summary of any lecture material and how one might integrate this material into one's practice.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the class to be considered for an *excused* absence.
- Inclement Weather Policy
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

### **Student behavior policy**

It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students' opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

### **Late Assignments**

All assignments are due on the date required by the instructor. Assignments turned in late may be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points may be docked 2 points for each day past due; an assignment worth 5 points may be docked 0.25 points for each day past due.)

### **Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the University. Cheating, fabrication, plagiarism, unauthorized collaboration and helping other commit these acts are examples of academic misconduct which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension.

### **Code of Ethics, Professional Conduct & Plagiarism:**

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

### **Plagiarism**

The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

### **Accommodations for Students with a Disability**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonable accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to generate a Faculty Notification Letter) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [mcburney@odos.wisc.edu](mailto:mcburney@odos.wisc.edu); Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St. #2104, Madison, WI 53706.

Accommodations will not be made without a Faculty Notification Letter or valid VISA. I will work either directly with student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

### **Technology in class**

A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for ***unobtrusive*** note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

### **Incompletes**

An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student's control.

### **Religious Observances**

In accordance with University policy accommodation will be made for students who are participating in a religious holiday or who have a conflict between religious observances and mandatory class requirements. To request accommodation, notify the instructor within the first two weeks of class of the specific days or dates on which a student requests relief.

## Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p><b>2.1.2 Engage Diversity and Difference in Practice</b> Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p> <p>They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, reading and discussion related to dimensions of diversity and the delivery of services. (K, S, C &amp; A)</p> <p>Videos, reading and small group activities exploring structural and cultural barriers to health care services and skills required to recognize them. (K, V, S, C &amp; A)</p> <p>Assignment: Ethnography Paper (K, S, C&amp;A)</p> <p>Lecture and small group discussions on Social Determinants of Health and Health Equity (K, V, C&amp;A)</p> <p>Assignment: Pathways to Health Equity Presentation (K, V, S, C&amp;A)</p>	<p>Weeks 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p> <p>Weeks 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p> <p>Appendix C</p> <p>Week 2</p> <p>Appendix E</p>
<p><b>2.1.4 Engage In Practice-informed Research and Research-informed Practice</b></p> <p>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</p> <p>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</p> <p>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</p>	<p>Assignment: Pathways to Health Equity Presentation (K, V, S, C&amp;A)</p> <p>Assignment: CSSRS training and certificate (K, S, C&amp;A)</p>	<p>Appendix E</p> <p>Appendix B</p>
<p><b>2.1.6 Engage with Individuals, Families, Groups</b></p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice</p>	<p>Lectures, readings, videos and small/large group discussions related to skills and knowledge in facilitating engagement with individuals, families, and groups. (K, S, V, C&amp;A)</p>	<p>Weeks 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.</p> <p>Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</p> <p>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</p> <p>They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</p>	<p>In class activity: Complete Power of Attorney for Health Care (K, S, V)</p> <p>Assignment: Video/Book Essay (K, V, C&amp;A)</p>	<p>Week 11</p> <p>Appendix D</p>
<p><b>2.1.7 Assess Individuals, Families, Groups</b></p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</p> <p>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</p> <p>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Lecture, reading, videos and small/large group discussions covering assessment knowledge and skills (K, S, V, C&amp;A)</p> <p>Assignment: CSSR online training (K,S)</p>	<p>Weeks 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p> <p>Appendix B</p>
<p><b>2.1.8 Intervene with Individuals, Families, Groups,</b></p> <p>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p>	<p>Lecture, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions and assessments. (K, V, S, C&amp;A)</p> <p>Assignment: Pathways to Health Equity Presentation (K, V, S, C&amp;A)</p>	<p>Weeks, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12</p> <p>Appendix E</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</p> <p>Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.</p> <p>They also engage in interdisciplinary, inter- professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>		
<p><b>2.1.9 Evaluate Practice with Individuals, Families, Groups</b></p> <p>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.</p> <p>Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Lecture, readings, and class discussions relevant to evaluating work with</p> <ul style="list-style-type: none"> <li>▪ Individuals (K,S)</li> <li>▪ families, groups (K,S)</li> </ul> <p>Assignment: Pathways to Health Equity Presentation (K, V, S, C&amp;A)</p>	<p>Weeks 3, 4, 5, 6, 7, 8, 12, and 13</p> <p>Appendix E</p>

\*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

## Appendix B

### **Columbia Suicide Severity Rating Scale (5 points; Due October 6, 2018)**

The CSSR Scale is a scale used in healthcare settings to assess the severity of suicidality. It is vital that all social workers in the health care field have the skill to assess patients for suicidality and know how to help get the patient to the appropriate level of care.

Instructions: Browse the website <http://cssrs.columbia.edu>; after browsing around website to get familiar with the CSSRS, click on 'Training' and then 'Training for Communities and Healthcare'. Scroll all the way down to the bottom of the page where there is a link for 'certificates'. Click on 'Training Campus'. Please follow instructions to register for the website. Please complete the following two trainings and print or screen shot your certificate: RFMG-Z01-Administration Training for the C-SSRS – Screener Version and RFMH-101- The Suicide Scale C-SSRS-English-USA.

Please turn copies of the certificate to receive credit for the assignment.

## Appendix C

### **Mini Ethnography Interview and Paper (Due: October 20, 2018, 20 points)**

A mini-ethnography is a process of learning from people by putting oneself in the position of the person they are interviewing. This assignment will help you deepen your understanding and empathy for clients that are experiencing or have experienced an acute life-threatening injury or illness or who live with a chronic illness or condition. It will also provide you with experience in interviewing patients. Research shows that the way in which a person believes and experiences their health greatly influences how they proceed with health treatment. The goal of this assignment is to learn how to understand patients from their perspective and use that information to inform how to move through the progression of their illness. This interview process will also provide an opportunity to use some of the skills needed in medical social work interviews. This is called the Patient Explanatory Model. For further information on this model, read Kleinman A, Benson P (2006) Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It. PLOS Medicine 3(10): e294. <https://doi.org/10.1371/journal.pmed.0030294>

#### **Instructions:**

- 1) Select a person who has experienced an acute life-threatening injury or illness or who lives with a chronic illness or condition. The experience may have happened to them or a close family member such as a spouse, life partner, child, or parent. It may be someone you know in your personal life, a client, or a family member. Allow sufficient time for the interview – likely will take at least an hour.
- 2) Interview this person using the following as an interview guide.
  - a. Explain the purpose of the interview and assure confidentiality.
  - b. Use active listening skills and encourage details. Ask follow-up questions to gain a full understanding of the events, locations, and others involved.
  - c. Ask open-ended questions vs. evaluative questions – ie. What kinds of things does your family do together versus how do you get along with your family.
  - d. Ask clarifying questions to ensure your understanding and clarity.
  - e. Areas to explore include:
    - i. The story of the illness:
      1. What did the person notice first about their illness?
      2. Why do they think it started when it did?
      3. How did they manage the symptoms before professionals became involved?
      4. What did they think their sickness does/did to them?
      5. What did they think their symptoms meant?
      6. What do they think caused their illness?
      7. How severe did they view their sickness? Did they think it would last a long time?
      8. What was the experience of involving others in the understanding their symptoms?
      9. What did they fear the most about their sickness?
      10. How did the different systems involved treat them?
      11. Who did they perceive to be helpful or not and why?
      12. What were the chief problems your sickness has caused for you?
    - ii. The illness and relationships
      1. How does the illness affect their relationships with others such as family, friends, and strangers?
      2. What messages did/does this person receive from the larger society about their illness?

- iii. Impact of the illness
  - 1. How did/does the illness affect their daily life?
  - 2. What is their perceived quality of life?
  - 3. What are their hopes for the future?
  - 4. What role does the illness play in their expectations?
- iv. Experience with health care settings
  - 1. Did professionals seek to understand the information shared with you? If so, how did the person respond? If not, what does the person think may have been different had the health professionals asked these types of questions.
  - 2. Does the person feel that they were part of the shared decision making process when deciding courses of treatment? What made them feel included or not included?

3) Required Paper components

- a. Introduction – who was interviewed; background of illness
- b. Story of the Illness
- c. Illness and Relationships
- d. Impact of the illness
- e. Experience in health care settings
- f. Conclusion – how will this experience influence your interaction with patients moving forward?

Layout: Layout: The completed assignment should contain 1) a title page (containing a useful title, your full name, the course topic, the name of the professor, and the submission date); 2) the body texts (5-7 pages) and 3) a “References” page, which lists any formal or scholarly sources you cited.

Rubric

Element	Points Value (25)
Introduction	2
Story of illness – depth of response utilizing instructions above	4
Illness and relationships – depth of response utilizing instructions above	4
Impact of the illness – depth of response utilizing instructions above	4
Experience in health care settings – depth of response utilizing instructions above	4
Conclusion – depth of response	3
Overall organization and paragraph structure	2
Grammar and sentence structure	2

## Appendix D

### Essay Questions on Book or Video/Group Discussion (20 points; Due November 10, 2018)

Purpose: It is crucial for social workers in the health care field to be able to apply critical thinking and ethical decision making in their work. This assignment requires the student to critically think about scenes in a book or movie and reflect on implications for social workers and clients as well as how to apply ethical decision making to difficult situations.

Instructions: Choose one from the following list of books and movies and answer essay questions. Each essay question response should have between 150-200 words.

*Invisible: How Young Women with Serious Health Issues Navigate Work, Relationships, and the Pressure to Seem Just Fine* by Michele Lent Hirsch

- 1) Discuss observations about the issues young women with serious health issues face as they navigate work.
- 2) Discuss observations about the issues young women with serious health issues face as they navigate relationships.
- 3) Discuss observations about the issues young women with serious health issues face as they navigate society through every day life.
- 4) What are the implications of this book for social work practice?
- 5) What elements of this book that surprised you? How have these elements impacted your view of chronic illness?

*The Cost of Hope* by Amanda Bennet

- 1) Discuss observations about health care system, collaboration, and the experiences of the author.
- 2) What are the implications for social work practice?
- 3) What lessons would you take away about understanding any give patient or family's decision-making around treatment decisions.
- 4) Were there elements in this book that surprised you?
- 5) What could have been an ethical dilemma in the book? How would you have worked through this dilemma using the social work code of ethics?

*Wit* (movie 2001 available for free on YouTube)

- 1) Discuss observations of how bad news was broken – what didn't go well?
- 2) Discuss scenes in which the interactions did not go well – what could have been done differently to have a better outcome?
- 3) How did communication (or lack of) impact patient care?
- 4) What are the implications for social work practice? What role could a social worker have played in patient care in this movie? Will you do anything different in your practice as a result of watching this movie?
- 5) What could have been an ethical dilemma for a social worker in the movie? How would you have worked through this dilemma using the social work code of ethics?

Rubric

Element	Points Value (20)
Question 1 answered completely with good sentence structure, grammar, and mechanics.	4
Question 2 answered completely with good sentence structure, grammar, and mechanics.	4
Question 3 answered completely with good sentence structure, grammar, and mechanics.	4
Question 4 answered completely with good sentence structure, grammar, and mechanics.	4
Question 5 answered completely with good sentence structure, grammar, and mechanics.	4

## Appendix E

### **Pathways to Health Equity Community Intervention Research and Presentation (25 points; due December 8, 2018)**

It is essential that social workers in health care settings understand the impact that social determinants of health have on clients. According to the NASW Standards for Social Work Practice in Health Care Settings,

*“People living in poverty and communities of color continue to experience disproportionately higher rates of acute and chronic illness, due to unequal access to health care services, lack of health insurance coverage, poverty, discrimination, and other social determinants of health. Social workers recognize that reducing health disparities can only be accomplished by addressing the biopsychosocial-spiritual needs of individuals and families, as well as the systemic issue that contribute to poor health outcomes.”*

This research assignment will provide students in-depth knowledge of evidence-based Interventions that aim to reduce social determinants of health.

Instructions: Research and chose a community-based program with a mission toward health equity. Please sign up with instructor to avoid duplication. Use information from at least 3 sources to answer the following as part of your presentation:

- Background and History of program
- Solutions to Address Social Determinants of Health
- Data and Outcomes
- Challenges and Lessons Learned/Key Takeaways
- Evaluation and Sustaining Success (Was this model successful? Could this model be replicated? What changes would you suggest for this intervention to be successful in your community?)

#### Presentation Requirements

- 15-20 minutes in length
- Use visual aides (powerpoint, poster, pictures, videos)
- Site sources/research

#### Rubric

<b>Element</b>	<b>Points Value (25)</b>
Presentation was 15-20 min in length	4
Visual aides used effectively	4
Sources were cited and or verbally sourced	2
Presenter engaged with audience (ie. making eye contact, walking around, asking questions)	3
All 6 required areas listed above are included in presentation	12